

DOCUMENT RESUME

ED 419 307

EC 306 390

AUTHOR Anderson, Nancy, Ed.
 TITLE NCPSE News, 1997-1998.
 INSTITUTION National Clearinghouse for Professions in Special Education, Reston, VA.
 SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
 PUB DATE 1997-00-00
 NOTE 14p.; For the 1996-97 issues, see ED 417 519.
 CONTRACT H030E002
 AVAILABLE FROM National Clearinghouse for Professions in Special Education, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-641-7824; TTY: 703-264-9480; fax: 703-620-2521; e-mail: ncpse@cec.sped.org
 PUB TYPE Collected Works - Serials (022)
 JOURNAL CIT NCPSE News; v2 n1-2 Fall 1997-Spr 1998
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Accreditation (Institutions); Adapted Physical Education; College Programs; Data Collection; Deafness; *Disabilities; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Preservice Teacher Education; Professional Personnel; *Special Education Teachers; Teacher Certification; Teacher Education; Teacher Recruitment; *Teacher Supply and Demand
 IDENTIFIERS Testing Accommodations (Disabilities)

ABSTRACT

These two newsletter issues address topics in special education teacher preparation. The feature article of the first issue, "Data Sources for Analyzing the Teacher Preparation Pipeline" (Albert A. Paschall), discusses three informational tools used in monitoring and analyzing the special education personnel preparation pipeline. The data from the Professions Clearinghouse Institutions of Higher Education database, the Integrated Postsecondary Education Data Systems, and the Office of Special Education Programs funded personnel training grants performance reports, are described. Other articles include: "Adapted Physical Education and Special Education: There's a Strong Resemblance, But We're Not Related" (Janet Seaman); "IDEA and NCPSE Are a Perfect Match" (Sara Conlon); "Wow! You Mean I Can Really Get My College Tuition Paid For?" (NCPSE); and "The Supply and Demand of Culturally and Linguistically Diverse Professionals in Our Nation's Public Schools: Have Things Changed!" (Judy L. Wald). The second issue begins with the article "Accreditation, Licensure, Professional Certification, Advanced Certification: Are You Wondering?" (Judy L. Wald), which describes the process of preservice program accreditation, new teacher licensure and professional certification. Other articles include: "National Task Force on Equity in Testing Deaf Professionals" (Judy L. Wald), and "Factors I Considered in Choosing a College Program" (Sandie Benz). (CR)

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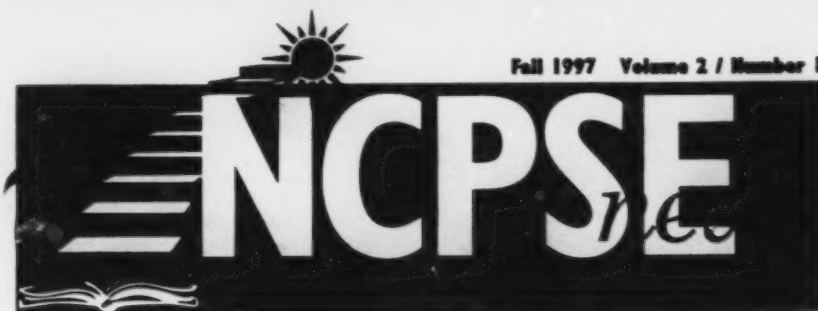
NCPSE News

Fall 1997 Volume 2/Numbers 1-2

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Data Sources for Analyzing the Teacher Preparation Pipeline

by Albert A. Paschall, NCPSE Information Manager

Part of the mission of the National Clearinghouse for Professions in Special Education (NCPSE) is to collect, analyze, and disseminate information regarding the supply and demand of special education and related services professionals. One component of this process is to examine the special education personnel preparation "pipeline." The "pipeline" describes the process, teachers, and students being trained to educate those with special education needs. This article contains a discussion of three informational tools used in monitoring and analyzing the special education personnel preparation pipeline. By this analysis, we are able to answer commonly asked questions such as:

- ▲ What institutions are producing Special Education Administrators?
- ▲ What is the percentage of minority students participating in special education teacher preparation programs?
- ▲ How many students are completing federally funded personnel training programs? Where are these programs?

Professions Clearinghouse Institutions of Higher Education (PIHE) Database

NCPSE established and maintains the Professions Clearinghouse Institutions of Higher Education (PIHE) database. This is a directory type database identifying the college and university programs that prepare individuals to educate children and youth with disabilities.

It is updated yearly via survey forms and an electronic form found on our

Web site. Last year, the survey contained questions regarding alternative methods of delivering instruction and distance education. Upcoming surveys will include questions regarding the number of "dual major" programs.

Currently, this database contains 921 records. Each record contains the program head/chair, telephone, E-mail, and mailing address. The areas of preparation and their academic level are detailed. Records also contain the number of full/part time faculty and accreditation type.

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from institutions of higher education. It is produced by the U.S. Department of Education's National Center for Education Statistics (NCES) and is the core postsecondary education data collection program. IPEDS Completions data files from 1989-90 to 1995-96 can be found at the Department of Education's Web site: <http://www.ed.gov/NCES/ipeds/>

The 1994 Completions file (the latest version of the CD-ROM product) includes data for the nearly 9,000 postsecondary institutions across the nation. These data provide a description of program completions by academic, race/ethnicity, gender, and field of study. We narrow down the entire universe of institutions to those that offer degrees, awards, and certificates in special education.

Figure 1, for example, illustrates selected IPED Completions data

Figure 1. IPEDS Completions Data 1993-94; Doctoral Degree Summary

Category & Institution Name	Male	Female	Total
Administration of Special Education			
Columbia University in the City of New York	0	1	
University of South Carolina at Columbia	0	2	
Virginia Polytechnic Institute & State Univ	0	5	
	0	8	8
Education of the Specific Learning Disabled			
Northwestern University	1	1	
University of Miami	0	1	
	1	2	3
Education of the Multiple Handicapped			
Johns Hopkins University	0	1	1
	0	1	1
Special Education, Other			
Michigan State University	1	0	
Syracuse University-Main Campus	1	0	
University of Denver	0	1	
University of Oregon	0	3	
	2	4	6

Sample report generated by NCPSE from the IPEDS 1993-94 Completions data set.

See Data Sources...page 4

Mission Statement

The mission of the National Clearinghouse for Professions in Special Education is to collect, analyze, and disseminate information that will guide efforts to increase the adequacy of the available supply of qualified, diverse special education and related services professionals.

EC 306390

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This document was developed by the NCPSE staff, The Council for Exceptional Children, pursuant to Cooperative Agreement #H030E30002 with the Office of Special Education Programs of the United States Department of Education. The contents of this document do not necessarily reflect the views or policies of the Department of Education.

This information is in the public domain unless otherwise indicated. Readers are encouraged to copy and share it, but please credit the National Clearinghouse for Professions in Special Education. Your comments and suggestions for the NCPSE newsletter are welcomed. Please share your ideas and feedback with our staff by writing to the Editor.



The National Clearinghouse for Professions in Special Education (NCPSE) welcomes Nancy M. Anderson and Frank Mullins to its roster. Nancy is our new Information Specialist. She is a seasoned educational professional with experience teaching and working with students and adults with disabilities. As a hard of hearing professional with a Master's degree in education, Nancy can relate to requesters who call the Clearinghouse about such topics as college preparation, disability accommodations on campus, teacher preparation programs, and the teaching profession. Nancy is devoted to assist with the NCPSE's mission and the special education field to recruit more individuals into becoming special educators.

Frank Mullins is the Project Coordinator for the NCPSE subcontract located at the National Association of State Directors of Special Education (NASDSE). Frank is responsible for the collection, selection, and preparation of the NCPSE products that emphasize such state roles in the profession of special education as the recruitment, retention, certification, and accreditation of teachers and related services personnel to assist children and youth with disabilities. Frank, too, comes with an extensive background in the field of special education. He has been a Life Skills instructor, taught in self-contained classrooms, was Sanger Independent School District's teacher of the year, and has his doctorate in Behavioral Disorders.

Sara Conlon
Director, NCPSE

Adapted Physical Education and Special Education: There's a Strong Resemblance, But We're Not Related!

by Janet Seaman, AAALF

For 22 years, since the implementation of the Education for All Handicapped Children Act (P.L. 94-142) and all its successors and reauthorizations, until IDEA and its latest reauthorization (P.L. 105-17), the definition of special education has been misunderstood. Well, maybe it's not that it has been misunderstood, it hasn't been understood enough! Most special educators probably recognize that the law defined special education in 1975 as "...specially designed instruction to meet the unique needs" of a child with a disability and that this definition hasn't changed dramatically in the ensuing years. They probably also realize that special education will be maintained through direct services such as classroom instruction, home instruction, and instruction in hospitals and institutions. Where many individuals have read and reviewed this law and reauthorization of IDEA, they may have failed to understand how this definition of Special Education applies to Adapted Physical Education. It states, "...special education will be maintained through direct services such as

classroom instruction, instruction in physical education...." What's that? Let's read that again! "...instruction in physical education...." Yes, for 22 years, physical education has been defined in the law as a direct service—a form of special education that must be provided for the child.

It is not uncommon for physical education to be lumped together with some related services since there appears to be more resemblance to physical therapy, recreation, and even occupational therapy in some contexts than to classroom instruction. Yes, physical education uses movement as a medium to teach, but that's where the resemblance to these related services ends. These other related services are defined in the law as services that may be provided only if required to help a child with a disability benefit from special education. Thus, physical therapy, for example, is a related service that may be recommended to help a child benefit from physical education. This benefit can be realized by

See Adapted Education ...page 6

IDEA and NCPSE Are a Perfect Match!

by Sara Conlon, Director

With the reauthorized legislation, Individuals with Disabilities Education Act (IDEA) Amendments of 1997, clearinghouses specializing in the many facets of education for children and youth with disabilities are in demand now more than ever before. A modern day clearinghouse is "an information center—a central agency for collection, classification, and distribution of information....which may also design, develop and produce original information products for dissemination to the general public." To administer the new dimensions of IDEA, administrators, parents, teachers, students, and university personnel must have pertinent information quickly, efficiently, and inexpensively. With this information, special education professionals can concentrate on the best possible ways to ensure that children and youth with disabilities are receiving quality education. A review of the amended IDEA highlights the contributions the National Clearinghouse for Professions in Special Education (NCPSE) can provide special education and related services program builders and providers.

IDEA, Part B: *Assistance for Education of All Children with Disabilities*. In Part B, personnel standards are addressed. When a local education agency (LEA) needs to know which higher education institutions (within state, region, or country) are preparing personnel that can help particular children with disabilities within its school district, NCPSE can be of assistance. The use of paraprofessionals under certain conditions is set forth in Part B. Where are paraeducators being trained across the country? What resources are available regarding the preparation of paraeducators? What are the requirements from state to state regarding the employment of paraeducators? NCPSE can be of assistance.

Throughout IDEA's Part B, one of the major underlying questions is, "Who is teaching our children with disabilities?" What are the certification requirements from state to state?

What are some strategies used to recruit teachers to a particular school? What are some ways to attract a more diverse population of teachers to assist the diverse population of children with disabilities within a state? What strategies are used by other school districts to retain teachers in particular schools or particular areas of the country? Where are there preparation programs for persons to teach youth with disabilities who are incarcerated? NCPSE can be of assistance in acquiring this information.

Part C: *Infants and Toddlers with Disabilities*. Which higher education institutions across the country or within a particular state are preparing persons to assist infants and toddlers with disabilities and their families? Where are related services personnel being prepared—occupational therapists, physical therapists, speech-language pathologists in particular? NCPSE can be of assistance.

Part D of IDEA: *National Activities to Improve Education of Children with Disabilities*. It is in Part D that this Clearinghouse becomes even more pivotal in fulfilling the requester's need for information. Part D is the discretionary part of IDEA. For a state to compete for a State Program Improvement Grant for Children with Disabilities (Part D, Subpart 1), it would be wise to acquire information about the need for special education teachers and related services personnel nationwide. Further, prevailing state standards for teacher certification, accredited preparation programs by subject matter are important support information to have. NCPSE can be of assistance.

Paramount to the success of IDEA are the roles of teacher preparation programs. Part D clearly invites teacher preparation programs to participate in the growth and maintenance of quality services within their own states for children with disabilities. Personnel preparation faculty are encouraged to thoroughly read Part D, especially Subpart 1, and where appropriate, volunteer to assist the state as it envi-

Well-Qualified Peer Reviewers Needed

The Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education has contracted with Educational Services, Inc. to provide assistance in the review and management of discretionary grant applications. One of the critical components of the contract is the recruitment of well-qualified reviewers from diverse backgrounds, reviewers with disabilities, and minority reviewers who will provide unique perspectives and, ultimately, a voice from the field of Special Education in the allocation of discretionary funds. Reviewing applications is a task that requires individuals to be knowledgeable about the subject area, sensitive to the needs of the field, and competent in determining the qualities needed for a project to be successful upon award. If you are interested in learning more about becoming a reviewer for OSERS, please contact Marta Casper, Educational Services, Inc. 1-800-628-8442.

sions seeking a State Program Improvement Grant. Background information can be quickly acquired from NCPSE data resources for this Subpart.

IDEA has been given new energy and clarity. Now there is need to obtain information quickly and efficiently so that improved educational opportunities for children and youth with disabilities occur based on solid information. The mission of NCPSE is aligned with the same energy and clarity needs of IDEA. Whether the informational or data requests pertain to the supply and demand of special education and related services personnel, recruitment, preservice preparation, preservice student financial aid support, retention, accreditation, certification, or reciprocity issues...NCPSE can be of assistance.

Reference: Mingo, S & Trost-Cardamone, J. (1995). *What is a clearinghouse?* Reston, VA: The Council for Exceptional Children. 4



Wow! You Mean I Can Really Get My College Tuition Paid For?

Did you know that the U.S. Department of Education, Office of Special Education Programs (OSEP), awards approximately \$91 million annually to colleges and universities for personnel training? Did you know that if you are accepted into one of these programs that you may be eligible to have all or part of your college tuition paid for? How would you also like to receive an annual stipend to cover the cost of books and materials?

To obtain listings of college and university programs that have received this money you can call NCPSE and let us know whether you want undergraduate, master's or doctoral level information, the states that you are interested in, and the specialty areas in which you would like to concentrate. Learn about these and many other financial aid resources available through NCPSE. ▲

Special Education Recruiters Network on the Internet

The National Clearinghouse for Professions in Special Education and The Council for Exceptional Children jointly sponsor a person-to-person recruitment project called the Special Education Recruiters Network. This recruitment project has identified special educators who have volunteered to talk to individuals interested in a career in special education. You may wish to contact one of these volunteers to answer some of your career questions. You can find some of these volunteers on our Web site at <http://www.cec.sped.org/ncpse.htm> under Recruiters Network. If you are interested in becoming a special education recruiter, contact NCPSE.



A Good Thing...

The following are informational resources that we think are valuable. If you know about resources that are good and would like to share them with your colleagues, let us know!

Hurray! Hot off the presses! Four *new* career flyers available through NCPSE! **Interpreter for Students Who are Deaf and Hard of Hearing; Educational Diagnostician; Art Therapist; and Paraeducator.** Call NCPSE for any of these free products.

Guidelines for Documentation of a Learning Disability in Adolescents and Adults is available! Each copy is \$10.00 and to get your copy contact: Association on Higher Education and Disability, P.O. Box 21192, Columbus, OH 43221-0192 or call: 1-614-488-4972(V/TTY) E-mail: ahead@postbox.acs.ohio-state.edu; World Wide Web: <http://www.ahead.org>

Data Sources...continued from page 1

regarding doctoral degrees awarded in four of 13 special education categories in which a doctoral degree could be earned.

OSEP-Funded Personnel Training Grants Performance Reports

In addition to the IPEDS data, the Office of Special Education Programs (OSEP), U.S. Department of Education, collects data from approximately 900 personnel training grants it administers. Annually, grant recipients are required to report data. Performance reports provide valuable information including enrollment figures, enrollment by race/ethnicity, and detailed information on employment outcomes. These data can be used to determine percentages of students who enter employment in the field of training supported by the OSEP grant in which they were trained, students employed in other areas of special education, and students who did not enter employment in the special education profession. Data regarding the geographic location of employment as well as type of occupation are used to help obtain a picture of teacher mobility and profession characteristics.

Figure 2: Note: These data are reported only on students who received

some form of OSEP financial aid assistance. Also, 'Total enrolled' includes students at all levels of study.

Figure 2. Office of Special Education Programs (OSEP) Personnel Training Grants Performance Data 1994-95(1) Grant Summaries for the State of UT

Total enrolled in OSEP training programs for this state	324
Total who completed OSEP training programs in this state	159
Total OSEP trainees employed	95
Total employed in the field of training supported by OSEP	79
Total employed in another special education field	8
Total employed in a different field of education	5
Total employed in state	79
Total employed out of state but within the region	10
Total employed out of region	7
Total serving infants (birth - age 2)	6
Total serving children ages 3-5	15
Total serving children grades K-6	32
Total serving children grades 7-12	27
Total serving postsecondary to age 21	1
Total serving children ungraded or other	5
Total not directly serving children	2

(1) preliminary data supplied by OSEP. Subject to change without notice.

Through an analysis of special education personnel training, we have a greater understanding of labor market trends. The three data resources described can be used to develop yearly profiles of the teacher preparation pipeline. This preparation pipeline of information can be of great assistance to researchers, grant writers, administrators, and educators. ▲

The Supply and Demand of Culturally and Linguistically Diverse Professionals in Our Nation's Public Schools: Have Things Changed?

by Judy L. Wald, NCPSE Research Associate

In school children form opinions about the larger society and their own futures. The race and background of their teachers tells them something about authority and power in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and others' intrinsic worth.

(Report of the Carnegie Task Force on Teaching as a Profession)

Updated data are available regarding the ethnicity of children and youth who received educational services in our country's schools for the 1993-94 school year (see Figure 1). These data help us to make inferences regarding the adequacy of the supply of special education professionals who are culturally and linguistically diverse. The demand for teaching professionals is related to the numbers of students who require educational services.

The demand for special education professionals remains high. In an urban survey conducted by *Recruiting New Teachers*, 84.6 % of the school districts surveyed reported an immediate

need to employ special education professionals. Respondents indicated that their need for teachers of color and language minorities was immediate and pressing (Urban Teacher Challenge, 1996). Data specific to the demographics of teachers and students in the field of special education are limited. However, because of the high employment need reported by local school districts, it is realistic to consider that data pertinent to general education can also apply to special education fields.

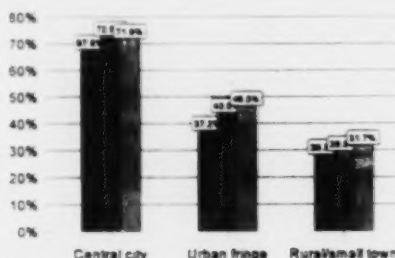
In 1993-94, 32 % of all elementary and secondary students were members of a minority racial-ethnic group. Not surprisingly, the percentage of minority students varied by community sector (see Figure 2). As communities moved away from the inner or central cities, the population of students who were racially or ethnically diverse decreased. Additionally, the percentage of minority students is related to the size of the school. In general, larger schools tended to have a higher percentage of minority students than smaller schools.

A Look at Our Nation's Teachers

In 1993-94, the proportion of minority teachers (13 %) was below the proportion of minority students (32 %) (see Figure 1). This disparity is comparable to the disparity that was reported in the 1990-91 Schools and Staffing Survey. Although the importance of an heterogeneous teaching force is well-documented (Wald, 1996), 48 % of all schools (42 % of public schools and 66 % of all private schools) reported employing no minority teachers.

National statistics regarding the ethnicity of students and teachers do not indicate any major changes have occurred despite the initiatives of local school districts to implement

Figure 2. Students Enrolled in Schools with 20% or More Minority Students By Community Type 1987-94



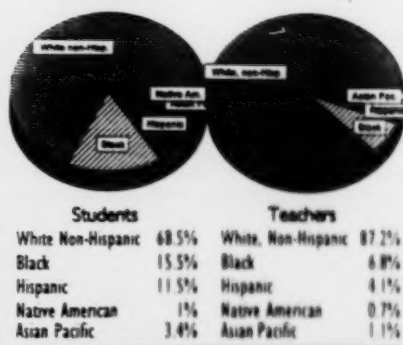
Source: Henke, R.R., Choy, S.P., Gies, S., & Broughman, S.P. (1996). *Schools & staffing in the United States: A statistical profile, 1993-94*. Washington, D.C.: National Center for Education Statistics - NCES 96-124.

innovative means for attracting and retaining qualified and diverse special education professionals (Urban Teacher Challenge, 1996). Despite the Federal mandates (IDEA, P.L. 105-17) and the recruitment initiatives evident at personnel preparation and local school district levels, the disparity in the ethnicity of teachers and students remains an important issue in our nation's educational environments.

Why haven't things changed? Why aren't more persons who are culturally and linguistically diverse choosing professions within special education? Do we have information regarding the effectiveness of recruitment and retention efforts that are apparent in colleges/universities and local school districts? These are questions that still need to be answered through ongoing research. Importantly, these answers can help us shape the future of educational services in our nation.

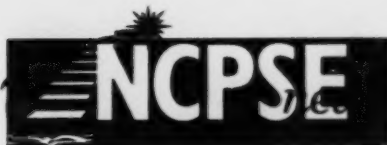
Call NCPSE for your copy of this free report. ■

Figure 1. Students/Teachers by Racial/Ethnic Background 1993-94



Source: Henke, R.R., Choy, S.P., Gies, S., & Broughman, S.P. (1996). *Schools & staffing in the United States: A statistical profile, 1993-94*. Washington, D.C.: National Center for Education Statistics - NCES 96-124.



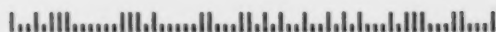


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Educators with Disabilities Network Established

NCPSE and CEC have developed a network of educators who have disabilities and those who are interested in the topic of educators with disabilities. The *Educators with Disabilities Network* (EDN) serves as a forum for preservice students, faculty, educators, and administrators to exchange information. Network members volunteer to speak with prospec-

tive special educators and related service professionals about career and employment issues. They work collaboratively to develop strategies related to enhancing success in either the college/university or local school environments. Networking and information exchange opportunities are planned for the CEC Convention in Minneapolis. Join us on Friday, April

17, 1998, from 2:00–4:30 p.m. for an invited session by Clay Keller from the University of Minnesota and his colleagues followed by an EDN information exchange from 5:00–6:00 p.m.

If you would like to be a member of the EDN or are interested in speaking with an EDN member, please call Judy Wald at NCPSE or visit our Web site. **A**

Adapted Physical Education...continued from page 2

increasing range of motion, improving gait, or teaching a child to transfer to the pool deck so he or she can learn to swim and eventually be included in regular education programs.

Over the years, the way that local education agencies (LEAs) have configured their services has overshadowed analysis of legislative mandates. With the reauthorization of IDEA in June 1997, these fundamental issues are

being reviewed. Part of this reauthorization involves a change in the language governing personnel standards requiring state education agencies (SEAs) to establish and maintain standards to ensure personnel are appropriately and adequately prepared and trained. Here's an opportunity to ensure that physical education takes its rightful place among the direct service providers by encouraging LEAs and SEAs to adopt the Adapted Physical Education National Certifi-

cation as the *gold standard* for personnel teaching physical education to students with disabilities. Only 14 states have an adapted physical education teaching certification or endorsement; however, all states can adopt this national certification to ensure an adequate supply of qualified personnel. For more information on the national certification examination contact: AAALF at 1-800- 213-7193, x430 or visit the APENS Web page at: <http://teach.virginia.edu/go/APENS/> **A**



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Accreditation, Licensure, Professional Certification, Advanced Certification: Are you wondering?

by Judy Wald, Research Associate

Are you affiliated with a university program and wondering about the accreditation process? Are you a recent college graduate seeking employment and wondering about specific state licensure requirements? Are you a seasoned teaching professional wondering what credential would recognize your years of experience? We wondered about these same issues, and, apparently, so did many others.

In their 1996 report, *What Matters Most: Teaching for America's Future*, the National Commission on Teaching and America's Future offered the following recommendations:

- ▲ Get serious about standards for both students and teachers.
- ▲ Reinvent teacher preparation and professional development.
- ▲ Enhance teacher recruitment and put qualified teachers in every classroom.
- ▲ Encourage and reward teacher knowledge and skills.
- ▲ Create schools that are organized for student and teacher success.

Underlying these recommendations are the processes of preservice program accreditation, new teacher licensure, and professional certification.

The focus of this article is to describe these processes inherent in the teacher professional development

continuum, identify key organizations, and provide resource information.

Accreditation

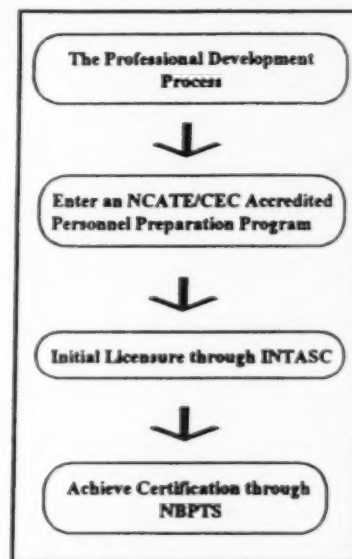
Within special education, the National Council for Accreditation of Teacher Education (NCATE)/The Council for Exceptional Children (CEC) standards are the professional mechanism by which personnel preparation programs are evaluated. Through this voluntary peer-panel evaluation procedure, teacher education programs that successfully meet NCATE/CEC criteria provide a system of quality assurance for the teaching profession. NCATE asserts, "Teacher candidates who graduate from NCATE-accredited schools will be better prepared for initial licensing and advanced board certification."

Resources

National Council for Accreditation of Teacher Education (NCATE): 202-466-7496, www.ncate.org

The Council for Exceptional Children (CEC), Publication No. R5128R: *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*, 1-888-232-7733, www.cec.sped.org

The National Clearinghouse for Professions in Special Education (NCPSE), List of NCATE/CEC-accredited personnel preparation programs, Product No. 69, Free. Call Toll-Free 1-800-641-7824, www.cec.sped.org/ncpse.htm.



See Accreditation ...page 3

Mission Statement

The mission of the National Clearinghouse for Professions in Special Education is to collect, analyze, and disseminate information that will guide efforts to increase the adequacy of the available supply of qualified, diverse special education and related services professionals.

EC 306370

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From the Director's Desk

by Sara Conlon, Director

One of the rewarding factors of working at the National Clearinghouse for Professions in Special Education (NCPSE) is that we can share information on a wide array of subjects quickly with you. It would take an inordinate amount of your time if you were seeking appropriate materials on these subjects on your own. This fourth issue of the NCPSE newsletter illustrates some of the diverse information the Clearinghouse is requested to supply. To expand our NCPSE audience, there is an advertisement for *Mainstream* magazine in this issue. This is a pilot study. We are carrying *Mainstream's* advertisement and *Mainstream* is carrying an NCPSE advertisement. There is no money involved. This is a mutual introduction of each party to the other's readers.

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The American Association on Employment in Education (AAEE) Provides Job Seekers and Employers a Forum for Communication

As a school district human resources professional, educator, school/university career counselor, your job entails you to recruit individuals into a career in special education or related service. AAEE provides a link between school district hiring officials and career services professionals at colleges and universities nationwide. One of the roles that AAEE takes is to bring these groups together to encourage cooperation, networking, and sharing of ideas. By joining AAEE you will also have access to resources which can put your school district's name in front of thousands of candidates. Whether your college/university graduates hundreds of teacher candidates, or only a handful, you will find that AAEE provides a national network of professionals directly involved in the recruitment of teachers, along with quality resources for you and your teacher candidates.

Call AAEE to learn more about membership, services, and publications that link university professionals preparing educators with those local school personnel who can employ them.

AMERICAN ASSOCIATION FOR EMPLOYMENT IN EDUCATION

820 Davis Street, Suite 222 Evanston, IL 60201-4445 Phone: 847-864-1999
Fax: 847-864-8303 E-Mail: aaee@nwu.edu Web: www.aaee.org

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National Task Force on Equity in Testing Deaf Professionals: A Valuable Resource

by Judy Wald, Research Associate

Last year, when NCPSE initiated its Educators with Disabilities Network (EDN), we received calls from students who were graduating from teacher preparation programs who had questions regarding test accommodations on both national- and state-level teacher certification examinations. For education professionals who are deaf or hard of hearing, a national resource exists to help address some of these issues and concerns.

Other issues may include working with employers on ways to determine the qualifications of deaf and hard of hearing applicants; working with colleges and universities to help students who are deaf or hard of hearing to be better prepared for licensure and certification tests; working with testing companies to determine appropriate accommodations for these candidates.

For further information, contact Dr. David Martin, Gallaudet University; 202-651-5530 (Voice/TTY); E-mail: david.martin@gallaudet.edu
Web: <http://www.gallaudet.edu/~catraxe/taskforce.html>

Licensure

Licensure policies and credentialing procedures are established by each state education agency. The unique requirements in each state adversely impact upon teacher mobility, since the credentials required in one state may be very different from those requirements identified in a neighboring state. For students in personnel preparation programs who plan to seek employment in that same state, it is important to ensure that the preparation that one receives is commensurate with the licensure requirements in that state. The Interstate New Teacher Assessment and Support Consortium (INTASC) was developed in response to problems associated with teacher mobility and reciprocity of teacher credentials.

INTASC standards for teacher licensure focus on 10 principles that reflect the core knowledge, skills, and competencies that new teachers should know. The primary constituency of this consortium are state education agencies (SEAs) responsible for teacher licensure.

INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers. State agencies work collaboratively to develop policies that are consistent with those standards evident in personnel preparation (NCATE/CEC standards), licensure (state-specific standards), and those standards described below that relate to advanced certification (National Board for Professional Teaching Standards).

Resources

National Association of State Directors of Teacher Education and Certification (NASDEC), *Manual on the Preparation and Certification of Educational Personnel*, Kendall/Hunt Publishing Co., 1-800-228-0810.

National Center for Education Information, Alternative Teacher Certification, 202-362-3444.

Interstate New Teacher Assessment and Support Consortium: Council of Chief State School Officers (CCSSO), 202-336-7048, www.ccsso.org/intasc.html

Professional Certification

The Council for Exceptional Children (CEC) established the Professionally Recognized Special Educator (PRSE) Program to provide special education professionals the opportunity to demonstrate that they meet the standards of CEC for practice in the field and to be recognized for that accomplishment. The PRSE is available to both CEC members and nonmembers.

Resource

The Council for Exceptional Children (CEC): 1-888-232-7733, www.cec.sped.org

Advanced Certification

The National Board for Professional Teaching Standards (NBPTS) is a nonpartisan, nonprofit group governed by a board of directors comprised mostly of classroom teachers. The mission of NBPTS is to develop high standards for accomplished practice that outline what experienced educators would know and should be expected to do. These standards are commensurate with the standards identified in preservice preparation programs (NCATE/CEC). This voluntary program provides individual assessment through national assessment centers and a portfolio assessment component. This process takes approximately 120 hours in preparation and actual evaluation time.

Resource

National Board for Professional Teaching Standards (NBPTS), www.nbpts.org

Conclusion

The National Commission on Teaching and America's Future reports, "To make expert teaching the rule rather than the exception, state and local policies should create a continuum of professional learning for teachers based on standards that

guide teacher preparation and licensing, early induction, ongoing professional development, and advanced certification."

Most importantly, for students with disabilities who are the ultimate recipients of the knowledge, skills, and competencies of education professionals, the professional development continuum represents an opportunity to receive education services by competent and qualified personnel.

Resource

The National Commission on Teaching and America's Future, Teachers College, Columbia University, 1-888-492-1241 ; 212-678-3204, www.tc.columbia.edu/~teachcomm/

Well-Qualified Peer Reviewers Needed

The Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education has contracted with Educational Services, Inc. to provide assistance in the review and management of discretionary grant applications. One of the critical components of the contract is the recruitment of well-qualified reviewers from diverse backgrounds, reviewers with disabilities, and minority reviewers who will provide unique perspectives and, ultimately, a voice from the field of Special Education in the allocation of discretionary funds. Reviewing applications is a task that requires individuals to be knowledgeable about the subject area, sensitive to the needs of the field, and competent in determining the qualities needed for a project to be successful upon award. If you are interested in learning more about becoming a reviewer for OSERS, please contact Marta Casper, Educational Services, Inc. 1-800-628-8442.



What's New on the NCPSE Web Site

We are continually updating and revising our digital and hard copy information products. Here are some of the latest revisions and additions to the NCPSE Web site. Point your browser to:

<http://www.cec.sped.org/ncpse.htm>

Careers in Special Education and Related Services

All of the Career Flyer Series are now posted including our latest additions: Interpreter for Students Who Are Deaf or Hard of Hearing, Paraeducator, Art Therapist, and Educational Diagnostician.

Educators with Disabilities Network The Educators with Disabilities Network (EDN) section has been revised to include the latest news from the network and updated contact information.

Job Search Information Check out our latest "Resources for Job Seekers" page. Full of helpful resources and information for the job seeker.

Professional Preparation Programs The latest list is posted of The Council for Exceptional Children/National Council for Accreditation of Teacher Education (CEC-NCATE) accredited Institutions of Higher Education (IHE) Special Education Training programs.

Special Education and Related Services Recruiters Network Looking for recruiters in special education and related services to answer your questions? Go to our online directory and find NCPSE recruiters in your state.

Personnel Supply and Demand Check out: The 19th Annual Report to Congress on the Implementation of IDEA. Get data on supply and demand of Special Education Personnel and Related Services.

FEEDBACK.HTM Don't forget, we want to hear what you think about our Web pages and the information we provide. Click on our Feedback form and take a minute to let us know!



A Good Thing...

The following are informational resources that we think are valuable. If you know about resources that are good and would like to share them with your colleagues, let us know!

Bobby Web site!

Is your Web site "Bobby" approved? "Bobby" is a free Web-based service that will help make Web pages accessible to people with disabilities by pointing out elements that will be inaccessible for some users and offering suggestions for improved accessibility. It will also find HTML compatibility problems that prevent pages from displaying correctly on different Web browsers. Bobby can be found at: <http://www.cast.org/>

NCPSE Alternate Format Products

Now available in Braille, audio cassette, and large print versions of our Product List, NCPSE Brochure and Financial Aid for Students with Disabilities. Please contact NCPSE for further information.

We Can Help Make the Job Search Process a Little Easier

Are you planning a career fair? Are you helping students find jobs in special education and related services professions? NCPSE has career flyers describing a variety of professions in special education and related fields, state licensure information, state career resource sheets, job search information, and much more! These valuable resources are essential in the employment process. Call NCPSE to learn more about our free job search products.

HBCUs and OMIs..... Let Your Recruitment Begin

Do you want to recruit special education and related services professionals who are culturally or linguistically diverse into your school district? Are you interested in recruiting culturally or linguistically diverse students into your graduate programs? Why not develop collaborative relationships with Historically Black Colleges or Universities

(HBCUs) or Other Minority Institutions (OMIs)? There are over 100 HBCUs or OMIs that offer degree programs in special education. Call NCPSE for the latest list of these institutions, and start your recruitment efforts today.

Add or Update Your Listing in the Professions Clearinghouse IHE Database!

As part of our mission, NCPSE currently maintains a database of Institutions of Higher Education (IHE) offering personnel preparation programs in special education and related services. Our goal is to keep this the most up-to-date directory of special education teacher preparation programs. By listing your institution in this database, you may increase your number of potential students by having your special education and related services programs listed in our IHE database. The update survey form is available on the NCPSE Web site at the following address: <http://www.cec.sped.org/cl/iheupdt.htm> or you may call NCPSE to have a survey form mailed/faxed to you.

Factors I Considered in Choosing a College Program

An Interview with Sandie Benz, Graduate Student, Buffalo State College

NCPSE was interested in learning about the variables that students consider when choosing a college or university program. The information garnered through an interview with current Student CEC President Sandie Benz is helpful for other students who are currently researching personnel preparation programs. University administrators and faculty can also benefit from this information and design marketing and outreach activities accordingly.

What factors did you consider when choosing your special education program?

Cost, location, scholarship/grant availability, accommodations (i.e., scheduling of courses, day care availability, help available). I was lost as a nontraditional student returning to school. I wanted a school that was able to help me in making my decisions. The school I selected had personnel available for the non-traditional transfer student.

How important were the following factors in your decision?

Faculty experience/credentials: Important as a graduate student.

Geographic location: Important because I was the mother of a small child when I returned to school. I was not able to move. This limited my choices.

Cost: Very important. I had started my original college career at a private and expensive college. I could not afford to go back there. This started my search for a more affordable education.

Curriculum of program/specialties within special education: Very important for my graduate work. I chose to get my master's at Buffalo State because I was very pleased with the Early Childhood Special Education program.

National reputation: This became important for graduate school, but was not a factor in my undergraduate work. I was very pleased with the reputation and national acceptance of their program. This made the choice for my master's an obvious one.

NCATE/CEC-accredited: Personally, I was not aware of this until after I started my undergraduate work in the field. If I had known about it and what it was, it may have been a factor.

Information regarding success of the program's graduates in finding employment: Not a factor in undergraduate education. For graduate work, I was very aware and pleased with the career development center on campus. This did have an impact on my graduate school decision.

Friends attending university: Not a factor for undergraduate or graduate education.

Availability of tuition assistance/stipends: Very important. This was the reason I was able to attend school full-time as an undergraduate. An even bigger impact on my graduate school decision. There were more scholarships, grants, and assistantships available that weren't available in my undergraduate education. This was especially important because of the decrease in financial aid available for graduate students.

Support services available at the institution: Very important. When searching out a school to return to for my undergraduate, I chose Buffalo State because of the support services. There were people that I could talk to that helped me a great deal as a transfer, nontraditional student. They assisted me through the whole process. In addition, the financial aid office had counselors available to assist me with the paperwork as well as find additional funding sources.

Other factors: The original decision to return to school had nothing to do with the course of study available but had the most to do with the feel I had for the school. People were able to answer my questions without me having to go to see ten different people. The school that offered me the most moral support was the one I originally chose. When choosing a graduate school, I based my decision more on program reputation.

What supports are important to you in your college program?

Financial aid counselors, mentor program available once in or prior to choosing a program of study, and career counseling.

What advice would you give to students who are searching for a special education program?

Decide if you want to concentrate on a given area and search out a school with a reputation for this area of study. Investigate the faculty of the program. Look into grant programs and scholarship opportunities. Talk to graduates of the school. Are they working in the field? Was it easy for them to find a job? Why? Was it due to factors relating to the school they attended; i.e., support services, reputation, preparation for work?

Were there any resources that you used to help you make your decision?

I did speak to graduates of the program. I also looked for a specialized program of study in an area that was of interest to me.

What resources would you recommend that students use to search for a special education program?

If you are willing to move, your search would be more extensive. Use the resources that NCPSE has to offer. Look for a school based on what you want. Decide what you want and then talk to someone at NCPSE, they are very helpful and have lots of products to meet your needs.



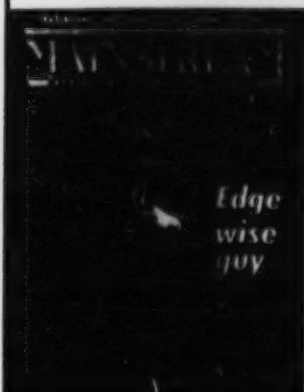


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Educators with Disabilities Network (EDN) Continues to Grow

More than 50 special education preservice students and professionals have joined the Educators with Disabilities Network (EDN). EDN provides a forum for special educators with disabilities to share personal experiences, strategies, and insights. Network members will develop a publication related to strategies to enhance success for educators with disabilities. If you have suggestions or experiences you would like to share through this publication, please contact Judy Wald at 1-800-641-7824 or E-mail judyw@cec.sped.org. Membership in EDN is voluntary and free. To join EDN, either request a hard copy of the application through NCPSE or obtain the electronic application through our Web site.